

**INSTRUCTIONAL SUPPORT SERVICES  
PERSONNEL  
23 S. Green St.  
Green Cove Springs, FL 32043**

**OFFICE & PERSONNEL**

**MEDIA: ..... 272-8100**

**Jones, Alisa – Supervisor ..... 272-8100 x 6508**  
Sapp, Angie – Instructional Media Services Specialist ..... x 2677  
Padgett, Joyce - District Media Technical Secretary ..... x 2473  
Ralls, Bill – District Technology Integration Specialist ..... 278-4570  
Trexler, Becky – Press Operator, Sr. .... x 2643

**INSTRUCTIONAL MATERIALS ..... 272-8100**

**Jones, Alisa – Supervisor .....272-8100 x 6508**  
DeBartolomeis, Lennis – Administrative Secretary. ....x 6508  
Wilkerson, Karen – Instructional Support Assistant ..... x 4821  
Print Center ..... x 2643

**MEDIA FAX NUMBER: 284-6583**

**INSTRUCTIONAL MATERIALS FAX NUMBER: 284-6532**

**ACKNOWLEDGEMENTS**

**Committee Members:**

<b>Gussie Alwood</b>	<b>Dr's Inlet Elementary</b>
<b>Shirley Cate</b>	<b>Orange Park Elementary</b>
<b>Connie Conner</b>	<b>Swimming Pen Creek Elementary</b>
<b>Jeanette DiRocco</b>	<b>Montclair Elementary</b>
<b>Kathy Dryden</b>	<b>Thunderbolt Elementary</b>
<b>Louise Gentry</b>	<b>Middleburg High School</b>
<b>Lenore Goodnight</b>	<b>Ridgeview High School</b>
<b>Darlene Grant</b>	<b>Ridgeview Elementary</b>
<b>Kathie Langevin</b>	<b>Clay High School</b>
<b>Chris Paine</b>	<b>Lake Asbury Elementary</b>
<b>Karen Robinson</b>	<b>Clay High School</b>
<b>Kathy Wray</b>	<b>Middleburg Elementary</b>

**District Contacts:**

<b>Angie Sapp</b>	<b>Instructional Media Services Specialist</b>
<b>Alisa Jones</b>	<b>Supervisor of Instructional Support Svces.</b>
<b>Mary Bethea</b>	<b>Assistant Superintendent for Instruction</b>

**PERSONNEL**

## **DIRECTORY OF MEDIA SPECIALISTS**

Argyle Elementary . . . . .	Carol Papuga
Bannerman Learning Center . . . . .	Debbie Trimble
Charles E. Bennett Elementary. . . . .	June Rose
W.E. Cherry Elementary . . . . .	Linda Woolschlager
Clay Hill Elementary . . . . .	Kelly Robertson
Clay High . . . . .	Kathie Langevin
. . . . .	Karen Robinson
Doctors Inlet Elementary . . . . .	Gussie Alwood
Fleming Island Elementary . . . . .	Kathy Gilloon
Fleming Island High . . . . .	Janet Hallstrom
. . . . .	Pam Renfrow
Green Cove Springs Jr. High . . . . .	Sharon Palmatier
Grove Park Elementary . . . . .	Opal Phelps
S. Bryan Jennings Elementary . . . . .	Marsha Foster
Keystone Heights Elementary . . . . .	Gay Wasik
Keystone Heights Jr. Sr. High . . . . .	Melissa Frampton
. . . . .	Kathy Williams
Lake Asbury Elementary . . . . .	Chris Paine
Lake Asbury Jr. High . . . . .	Helen Maxfield
Lakeside Elementary . . . . .	Yvonne Allen
Lakeside Jr. High . . . . .	Linda Tattersall
McRae Elementary . . . . .	Beverly Kirby
Middleburg Elementary . . . . .	Kathy Wray
Middleburg High . . . . .	Louise Gentry
. . . . .	Greg Harbin
Montclair Elementary . . . . .	Jeanette DiRocco
Oakleaf School	
Orange Park Elementary . . . . .	Shirley Cate
Orange Park Jr. High . . . . .	Lauren Riggs
Orange Park High . . . . .	Kitty Brummitt
. . . . .	Evalyne Eckles
Paterson Elementary . . . . .	Sandi Dunnavant
RideOut Elementary . . . . .	Kary Bruce
Ridgeview Elementary . . . . .	Darlene Grant
Ridgeview High . . . . .	Darlene Goodier
. . . . .	Lenore Goodnight
Swimming Pen Creek Elementary . . . . .	Connie Conner

Thunderbolt Elementary . . . . . Kathy Dryden  
Tynes Elementary . . . . . Jeff Suits  
Wilkinson Elementary . . . . . Dorothy Gunter  
Wilkinson Jr. High . . . . . Joyce Anderson

\*\*\*\*\*

District Media Services Specialist      Angie Sapp



## **PROFESSIONAL ORGANIZATIONS**

**Florida Association for Media in Education (FAME)** is a state organization of school library media specialists. The mission of FAME is: FAME advocates for every student in Florida to be involved in and have open access to a quality school library media program administered by a highly competent, certified library media specialist. FAME is a collaborative, responsive, dynamic network for Florida library media professionals.

<http://floridamedia.org>

**Clay County Library Media Specialists** select a chairperson every two years to assist the instructional media services specialist in coordinating the quarterly district meetings. Committee chairmen volunteer to organize the following activities:

- \*legislative
- \*intellectual freedom
- \*hearts and flowers
- \*membership
- \*media festival
- \*publicity and promotions
- \*Sunshine State Young Readers Award
- \*Florida Reading Association Award

**The American Library Association (ALA)** is a national organization of libraries, librarians, library trustees, and other interested persons. The mission of the ALA is to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.

<http://www.ala.org>

**American Association of School Librarians (AASL)** is a national organization which is a subgroup of ALA. AASL's mission is to advocate excellence, facilitate change, and develop leaders in the school library media field.

<http://www.ala.org/ala/aasl>

## **Mission Statements**

The Clay County School District, in partnership with the entire community, is dedicated to providing a quality education in a safe, inviting environment so that all students learn and become successful, responsible citizens.

*Clay County School Board*

Our mission is to maximize learning by collaboratively providing leadership and support to each school community in an atmosphere of open communication and trust.

*Clay County Division of Instruction*

The mission of the library media program is to ensure that every individual has access to needed information at the time needed and in a format the individual can utilize, through provision of library and information services.

- All individuals have equal access to libraries and information services
- Instruction in information use is available to all
- Library media center collections are developed, managed, and preserved to provide access for users to the full range of available knowledge and information.

*Clay County Media Specialists*

**CODE OF ETHICS**  
**AMERICAN LIBRARY ASSOCIATION**  
<http://www.ala.org/alaorg/oif/ethics.html>

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

- We provide the highest level of service to all library users through appropriate and usefully organized resources, equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.
- We recognize and respect intellectual property rights.
- We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- We do not advance private interests at the expense of library users, colleagues, or our employing institutions.



- We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted June 28, 1995, by the ALA Council

## **INTELLECTUAL FREEDOM**

ALA promotes the protection of library materials, personnel, and trustees from censorship, the defense of library personnel and trustees in support of intellectual freedom and the Library Bill of Rights, and the education of library personnel, trustees, and the general public to the importance of intellectual freedom.

- First Amendment rights are secure
- Persons whose First Amendment rights are challenged have adequate support

## **ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL LIBRARY MEDIA PROGRAM**

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services in a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

## INFORMATION POWER UPDATE

### Principles of the Three "Essential Elements" Chapters November, 1997

<http://www.ala.org/ala/aasl/aaslproftools/informationpower/informationpower.htm>

#### LEARNING AND TEACHING

1. The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.
2. The Information Literacy Standards for Student Learning are integral to the content and objectives of the school's curriculum.
3. The library media program models and promotes collaborative planning and curriculum development.
4. The library media program models and promotes creative, effective, and collaborative teaching.
5. Access to the full range of information resources and services through the library media program is fundamental to learning.
6. The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment.
7. The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs.
8. The library media program fosters individual and collaborative inquiry.
9. The library media program integrates the uses of technology for learning and teaching.

10. The library media program is an essential link to the larger learning community.

## INFORMATION ACCESS AND DELIVERY

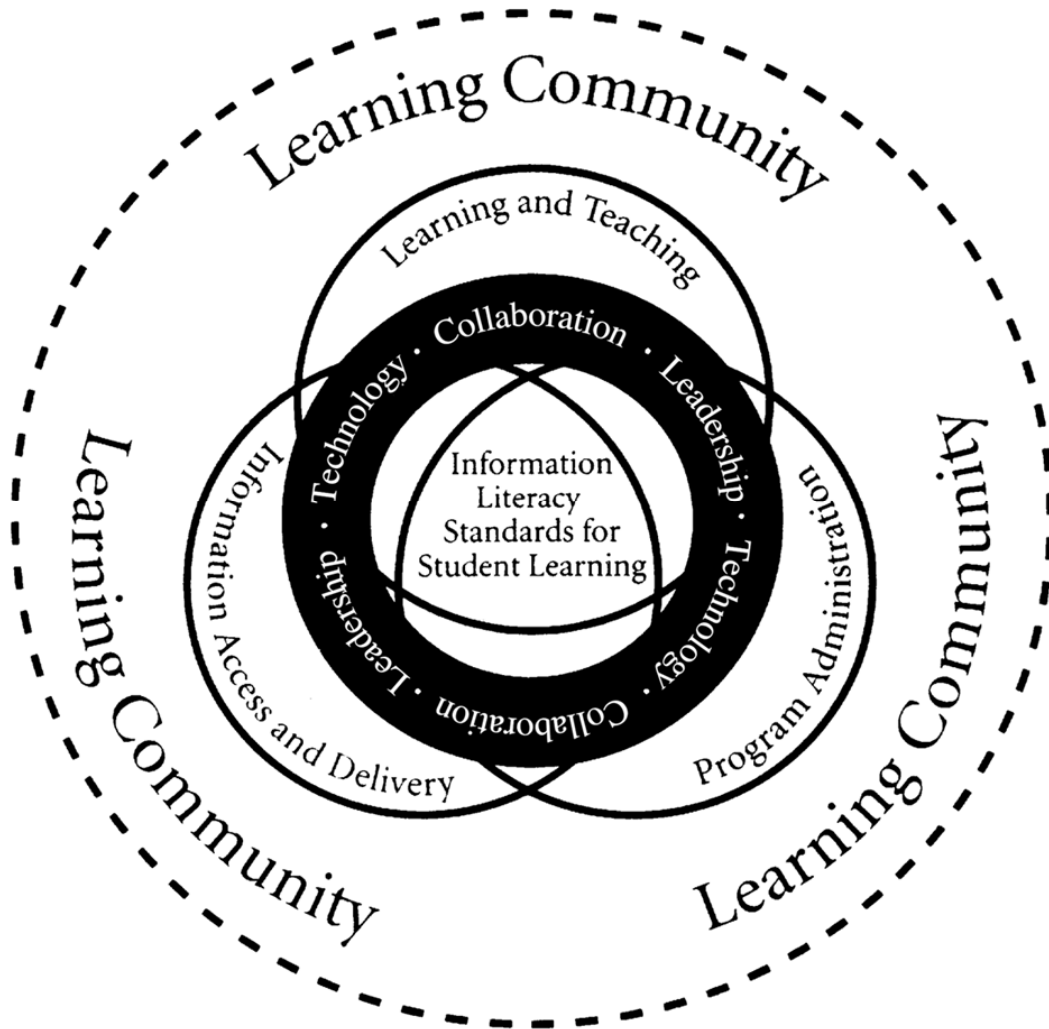
1. The library media program provides intellectual access to information and ideas for learning.
2. The library media program provides physical access to information and resources for learning.
3. The library media program provides a climate that is conducive to learning.
4. The library media program provides flexible and equitable access to information, ideas, and resources for learning.
5. The collections of the library media program are developed and evaluated collaboratively to support the school's curriculum and to meet the diverse learning needs of students.
6. The library media program is founded on a commitment to the right of intellectual freedom.
7. The information policies, procedures, and practices of the library media program reflect legal guidelines and professional ethics.

## PROGRAM ADMINISTRATION

1. The library media program supports the mission, goals, objectives, and continuous improvement of the school.
2. In every school, a minimum of one full-time, certified/licensed library media specialist supported by qualified staff is

- fundamental to the implementation of an effective library media program.
3. An effective library media program requires a level of professional and support staffing that is based upon a school's instructional programs, services, facilities, size, and numbers of students and teachers.
  4. An effective library media program requires ongoing administrative support.
  5. Comprehensive and collaborative long-range, strategic planning is essential to the effectiveness of the library media program.
  6. Ongoing assessment for improvement is essential to an effective library media program.
  7. Sufficient funding is fundamental to the success of the library media program.
  8. Ongoing staff development – both to maintain professional knowledge and skills and to provide instruction in information literacy for teachers, administrators, and other members of the learning community – is an essential component of the library media program.
  9. Clear communication of the mission, goals, functions, and impact of the library media program is necessary to the effectiveness of the program.
  10. Effective management of human, financial, and physical resources undergirds a strong library media program.

The *Information Power* Logo



## Library Bill of Rights

[http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.  
htm](http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm)

The American Library Association affirms that all libraries are forums for information and ideas and that the following basic policies should guide their services.

- Books and other library resources should be provided for the interest, information and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed and removed because of partisan or doctrinal disapproval.
- Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.
- A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

*Adopted June 18, 1948, amended February 2, 1961, June 27, 1967, and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996 by the ALA Council.*

**ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL  
LIBRARY MEDIA PROGRAM**  
**An Interpretation of the Library Bill of Rights**

<http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=8521>

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries including school library media programs.

School library media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media specialists cooperate with other individuals in building collections of resources appropriate to the needs and to the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.



While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate needs of students for whom English is a second language. To support these efforts and to ensure equal access to resources and services, the school library media program provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to imposing age or grade level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media specialists implement district policies and procedures in the school.

## AASL STATEMENT ON CONFIDENTIALITY OF LIBRARY RECORDS

<http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementconfidentiality.htm>

The members of the American Library Association,\* recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs, or services, are confidential and not to be used for purposes other than routine record keeping; i.e. to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.

Libraries whose recordkeeping systems reveal the names of users would be in violation of the confidentiality of library record laws adopted in many states. School library media specialists are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate the specific laws in their states. Efforts must be made within the reasonable constraints of budgets and school management procedures to eliminate such records as soon as reasonably possible.

With or without specific legislation, school library media specialists are urged to respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the ALA Code of Ethics.

*\*ALA Policy 52.4, 54.16*

## **POLICY STATEMENT**

The following policies are dictated by standards and guidelines set up by the following sources:

1. The Florida School Statutes  
[http://www.flsenate.gov/statutes/index.cfm?App\\_mode=Display\\_Index&Title\\_Request=XLVIII#TitleXLVIII](http://www.flsenate.gov/statutes/index.cfm?App_mode=Display_Index&Title_Request=XLVIII#TitleXLVIII)
2. The Southern Association of Colleges and Schools  
[http://www.sacscasi.org/region/standards/SACS\\_CASI\\_K-12\\_Standards\\_InternetVer.pdf](http://www.sacscasi.org/region/standards/SACS_CASI_K-12_Standards_InternetVer.pdf)
3. The Sunshine State Standards  
<http://www.firn.edu/doe/menu/sss.htm>
4. The School Board of Clay County  
<http://www.clay.k12.fl.us>

Detailed procedures for all media activities are to be followed to assure compliance with all policies. Specific procedures follow each individual policy.

## SACS ACCREDITATION STANDARDS, 2005

<http://www.sacs.org>

### Material Resources

In fulfillment of this standard, the school operates a library media center that:

- 6.21 Maintains a comprehensive materials collection consisting of current media, books, reference sources, and periodicals in print and electronic formats that support student learning, the curriculum, and the instructional program;
- 6.22 Provides a balanced collection of a minimum of 10 books per student; (see note 5 and 6)
- 6.23 Ensures that all students and staff members have regular, ready access to media services, materials, and equipment;
- 6.24 Employs a currently accepted circulation system for materials;
- 6.25 Provides training on effective use of media resources for students and members of the professional staff;
- 6.26 Ensures that the media staff collaborates with other professional staff members to attain maximum benefit from the resources;
- 6.27 Possesses a policy and procedure for responding to challenged materials;
- 6.28 Budgets sufficient funds for library media services and resources, including equipment, to support the curricular and instructional programs; and
- 6.29 Possesses and communicates a policy on use of the Internet.

- 5 Middle and Secondary schools with enrollment in excess of 1,500 students must provide at least 15,000 usable volumes. Elementary Schools with enrollment in excess of 1,000 students must provide at least 10,000 usable volumes. New schools must have at least four volumes per student upon opening and meet the collection requirements within three years.
- 6 Books available in electronic format may be counted for up to 25% of the number of books required for the school. In determining the number of books available in electronic format, the same title should be counted only once.

## **MEDIA STAFF HOURS**

The library media center should be accessible to all faculty and staff during regular work hours. During these hours, the media technical assistant should be available to circulate materials. An exception would be made for those schools without a media technical assistant available during these times.

The library media center should be open during the library media specialist's lunch and planning time unless a school does not have a fulltime media technical assistant. Library media specialists and library media technical assistants are not to be assigned duties which take them away from the library media center. The library media center is considered a duty station for both the library media specialist and the library media technical assistant.

It is recommended that the library media center be accessible to all patrons before and after school hours. Twenty to thirty (20-30) minutes before and after school hours is recommended. During this time, the library media technical assistant should be available for the circulation of materials; however, an exception would be made for those schools without a library media technical assistant available before and/or after school hours.

The library media staff should work with the administration to ensure maximum access to resources, based on the policies of the current CCEA and CESPAs contracts.

## **JOB DESCRIPTION AND EVALUATION**

Forms HRD-3-4280 and HRD-3-4279 are to be used by school administrators to evaluate library media specialists. The Media Specialist Performance Assessment (HR-3-4272) was designed to accurately evaluate the competency of each library media specialist during an observation year and is also used if the library media specialist is trying for Exemplary rating. During non-observation years, form HRD-3-4280 is to be used. Formal classroom observation of library media specialists is only required:

1. During observation years
2. When the library media specialist is an FPMS candidate
3. When a Professional Development Plan has been established for the library media specialist
4. When the library media specialist has chosen to try for Exemplary status.

**Job Locator: L-2.1.03**  
**Media Specialist**  
**Position Grade: Teacher Salary Schedule**  
**Evaluated by: School Principal**

**Job Description:**

The Media Specialist is directly responsible to the School Principal and is responsible for developing, implementing, and administering a media program that supports classroom instruction and facilitates the acquisition of information literacy skills.

**Responsibilities and Duties of this Position Include:**

1. Plan, organize, implement, and supervise the program, collection, and staff of the school library media center.
2. Maintain and update written goals, objectives, policies, and procedures supporting both the educational objectives of the total school program and those of the library media program.
3. Evaluate and select a variety of materials and equipment based upon the curriculum, needs and interests of the students and staff.
4. Perform and/or coordinate the ordering, cataloging, processing, and maintenance of media and equipment for circulation.
5. Direct the activities of library media center support staff and volunteers.
6. Establish and maintain an accurate circulation system for media and equipment
7. Schedule use of equipment, materials, and space of the library media center to provide maximum access for students and faculty.
8. Plan and provide information literacy skills instruction for students and staff.
9. Work cooperatively with staff to integrate information literacy skills within the curriculum.
10. Provide production and technical assistance for students and faculty.
11. Maintain accurate inventories and indexes of the library media center's collection of materials and equipment.
12. Assist the Principal with the development of the library media center budget.
13. Provide an environment conducive to inquiry, research, study, and personal use by students and staff.
14. Promote the school library media program and resources to students, staff, and community.
15. Involve students, staff, and community in planning and evaluating the library media program.
16. Implement requirements of state law, county policies, and school building procedures.
17. Perform other duties as assigned by the Principal or his/her Designee.

**Required Qualifications:**

1. Valid Florida Educator's certificate in Educational Media Specialist K – 12.
2. Competency in the selection and use of library media materials and a minimum of six (6) hours in Media Management, Cataloging, or Reference, or an educational plan to complete six (6) hours within two (2) years of hire as a Library Media Specialist as evidenced by a college advisor.
3. Leadership abilities and a tolerance for stress.

**Desired Qualifications:**

1. Master's Degree with a major in Instructional Media or Library and Information Science.
2. Experience as a Media Specialist.





# CLAY ASSESSMENT SYSTEM - EVALUATION SUMMARY

Name: \_\_\_\_\_ School: \_\_\_\_\_ School Year: \_\_\_\_\_  
Position: \_\_\_\_\_ Social Security # \_\_\_\_\_ Check One:  In Field  Out of Field  
 Annual Contract  Continuing Contract  Prof. Service Contract  Teacher Induction Program  Interim

## I. PRE-EVALUATION

My performance on Student Achievement/Performance and Assessment shall be based on the following goal: \_\_\_\_\_  
\_\_\_\_\_

Evidence of my success in meeting this goal will be the following student assessment(s) and/or other data sources (must include state or district assessments if available): \_\_\_\_\_  
\_\_\_\_\_

NOTE: See below for evaluation of goal.

## II. PROFESSIONAL DEVELOPMENT PLAN

A Professional Development Plan beyond the training plan is required for this employee: Yes \_\_\_\_\_ No \_\_\_\_\_ (If Yes, Please Attach.)

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date Initiated

## III. EXEMPLARY OPTION

I understand that, in order to receive an overall performance rating of Exemplary, I must meet the requirements stipulated under the Overall Appraisal Rating section of the CAS Performance Appraisal form described in the CAS Manual. I also understand that I may choose NOT to pursue an Exemplary rating on my CAS performance evaluation for this school year. I understand that, if I change my mind later in the year and begin working toward an Exemplary rating, I will still be held to the same annual standards in order to be rated Exemplary for the year.

(Complete the following only if applicable):

I will NOT pursue an exemplary overall appraisal rating for the \_\_\_\_\_ school year. \_\_\_\_\_  
Employee's Signature Date

## IV. PRE-EVALUATION CONFERENCE SIGNATURE

My signature acknowledges my understanding of the information included in I-III above.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

## V. OVERALL PERFORMANCE RATING FOR EMPLOYEE: (Please circle appropriate rating.) Exemplary Satisfactory Unsatisfactory

Satisfactory progress of pre-evaluation goal: \_\_\_\_\_ Yes \_\_\_\_\_ To Be Continued \_\_\_\_\_ Not Met

Comments: \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Initials \_\_\_\_\_ Date \_\_\_\_\_ (Not required if supervisor conducted the evaluation.)

Employee's Signature \_\_\_\_\_ Date: \_\_\_\_\_

My signature does not necessarily imply agreement with this evaluation. It does indicate an acknowledgment that the evaluation did take place as indicated. I also understand that I may submit a written reaction to this evaluation not later than one week from the date of my signature, and it shall be attached to this form.

**ADDITIONAL OBSERVATION REQUESTED** (Sign below and see CAS Manual for directions. Request must be submitted to Evaluator within 72 hours of post observation conference)

Employee's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# CLAY ASSESSMENT SYSTEM

## Media Specialist Performance Appraisal

Name: \_\_\_\_\_ School: \_\_\_\_\_ School Year: \_\_\_\_\_  
 Position: \_\_\_\_\_ Social Security # \_\_\_\_\_ Check One: [ ] In Field [ ] Out of Field  
 \_\_\_\_\_ Annual Contract \_\_\_\_\_ Continuing Contract \_\_\_\_\_ Prof. Service Contract \_\_\_\_\_ Teacher Induction Program \_\_\_\_\_ Interim

LEVEL: (1<sup>st</sup> Column)  
 1=Basic  
 2=Standard  
 3=Exemplary

RATINGS  
*U=Unsatisfactory PD=Pursue Development S=Satisfactory E=Exemplary*  
*NO = Not Observed NR= Not Rated (Circle if applicable)*

PLANNING			Date/1st Rating:					Date/Overall Rating:				
			NO	U	PD	S	E	U	PD	S	E	
1	a.	Develops and maintains a budget for equipment and media materials in cooperation with the administration and media advisory committee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1	b.	Communicates policies and procedures necessary for the efficient and effective operation of the Media Center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	c.	Uses evaluation results to provide relevant feedback to increase student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	d.	Establishes goals, objectives, priorities and strategies that support the School Improvement Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	e.	Facilitates and supports the establishment of the media advisory committee to involve educators, parents, and students in developing a successful Media Program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	f.	Uses data and a variety of methods to accurately assess the Media Program and/or student performance and outcomes as they relate to information literacy and School Improvement Plan goals.			NR	<input type="checkbox"/>	<input type="checkbox"/>		NR	<input type="checkbox"/>	<input type="checkbox"/>	
PROGRAM MANAGEMENT												
1	a.	Adheres to school rules, administrative regulations, and School Board policies in managing the Media Center environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1	b.	Inventories collection yearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1	c.	Arranges resources using proper cataloging and classification methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1	d.	Provides a positive environment in which all patrons are encouraged to utilize resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1	e.	Provides access to materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	f.	Weeds collection as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	g.	Maintains good condition of materials and equipment for student and staff use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	h.	Provides flexible circulation or resources using automated system and meeting the needs of students, staff, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	i.	Trains and provides leadership for staff and/or volunteers through encouragement, understanding, patience and sensitivity.			NR	<input type="checkbox"/>	<input type="checkbox"/>		NR	<input type="checkbox"/>	<input type="checkbox"/>	
3	j.	Uses proper selection procedures to select appropriate resources for students and staff that support the curriculum and Sunshine State Standards.			NR	<input type="checkbox"/>	<input type="checkbox"/>		NR	<input type="checkbox"/>	<input type="checkbox"/>	
PROGRAM IMPLEMENTATION												
1	a.	Orients students and educators concerning the Media Program, copyright and appropriate behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	b.	Positively reinforces appropriate student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	c.	Provides production and technical assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	d.	Provides reference assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	e.	Provides motivation and guidance in reading/viewing/listening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	f.	Provides instruction in use of resources, services, and equipment using instructional techniques, methods, and media related to the objectives for students and/or staff.			NR	<input type="checkbox"/>	<input type="checkbox"/>		NR	<input type="checkbox"/>	<input type="checkbox"/>	

TEACHER'S NAME: \_\_\_\_\_ SS#: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

LEVEL: (1<sup>st</sup> Column)

1=Basic  
2=Standard  
3=Exemplary

**RATINGS**

U=Unsatisfactory PD=Pursue Development S=Satisfactory E=Exemplary  
NO = Not Observed NR= Not Rated (Circle if applicable)

COMMUNICATION			Date/1st Rating:					Date/Overall Rating:				
			NO	U	PD	S	E	U	PD	S	E	
1	a.	Utilizes correct oral and written communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1	b.	Expresses enthusiasm and communicates effectively, both verbally and non-verbally, with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	c.	Appropriately communicates with parents, students, and staff about media resources, services and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	d.	Uses a variety of methods, including good communication and conferencing skills, to establish and maintain a positive collaborative relationship with teachers and staff to increase student achievement.								NR	<input type="checkbox"/>	
<b>STUDENT ACHIEVEMENT/PERFORMANCE AND ASSESSMENT</b>												
2	a.	Uses analysis of student achievement to recommend media-related activities that support the School Improvement Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	b.	Demonstrates, through analysis of school achievement data, evidence of appropriate student learning that supports the School Improvement Plan.								NR	<input type="checkbox"/>	
<b>INFORMATION LITERACY</b>												
1	a.	Adapts plans for unforeseen technological difficulties, breakdowns, and unavailability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1	b.	Practices and teaches ethical behavior in regard to information and information-- technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	c.	Uses productivity software, such as word processing, desktop publishing, calendar, database, project management, or presentation software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	d.	Maintains library media database in an accurate and timely manner using it to evaluate the use and distribution of the media collection and program effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	e.	Models and teaches students appropriate use of electronic equipment and/or networks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	f.	Utilizes appropriate resources, both print and electronic to meet student needs and to support Sunshine State Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	g.	Designs, implements, and evaluates learning activities that go beyond the classroom and promote interaction outside the school by using the Internet, telecommunications, and other emerging distance technologies.								NR	<input type="checkbox"/>	
1	h.	Collaborates with classroom teachers and technology specialist to provide students with meaningful assignments that meet specific objectives.								NR	<input type="checkbox"/>	
3	i.	Uses authoritative, accurate and relevant informational resources, both electronic and print-based to design, implement, and evaluate appropriate learning experiences for all students.								NR	<input type="checkbox"/>	
<b>PROFESSIONAL RESPONSIBILITIES</b>												
1	a.	Takes adequate care of school equipment and property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1	b.	Dresses appropriately for assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1	c.	Maintains accurate and punctual records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1	d.	Maintains a good attendance record and is punctual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1	e.	Meets professional obligations on time and abides by state statutes, district policies, Code of Ethics and school handbooks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1	f.	Demonstrates patience and understanding toward all students, parents, and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



# **LIBRARY MEDIA SPECIALIST**

## **THE ROLE OF THE MEDIA SPECIALIST**

1. Applies expertise in evaluation, selection, and acquisition of materials to meet the needs of the instructional program and variation of pupil, faculty, and community characteristics and interests.
2. Develops and implements policies and procedures for organization of the physical facilities, materials, and equipment to assure optimum accessibility.
3. Serves as full participating member of curriculum council and other school committees by applying knowledge of both educational principles and media technology to enrich the instructional program and support the educational goals of the school community.
4. Provides reading, listening, and viewing guidance for students and teachers and instills an appreciation for the knowledge acquired through the utilization of a variety of media.
5. Supervises supporting staff as assigned: media technical assistants, volunteers, student aides, etc.
6. Participates in implementing an appropriate public relations program designed to communicate the philosophy and goals of the media center to students, faculty, administration, and the community.

## **RESPONSIBILITIES AND DUTIES**

1. Determines and applies suitable criteria for the selection of a broad range of print and non-print materials and the appropriate equipment.
2. Organizes materials and equipment using an effective online catalog system for easy accessibility, including an accurate inventory for accountability.
3. Organizes circulation procedures and schedules to insure optimum use of materials and equipment.

4. Instructs and encourages students and teachers to use materials, equipment, and production techniques effectively and contributes to the inservice education programs for teachers.
5. Analyzes, evaluates, applies, and instructs faculty and students in basic research procedures.
6. Contributes effectively to curriculum development.
7. Designates duties and trains support staff, recognizes strengths and weaknesses of the staff and assigns tasks accordingly.
8. Assumes accountability for spending of funds in all areas of media allocations.
9. Informs the faculty and administration of materials, equipment, innovations, research, and current developments in the field of instructional technology.

## TECHNOLOGY AND THE MEDIA CENTER

Many duties related to technology are extensions of the duties of the school library media specialist. In regards to this matter, it is recommended that:

- The library media specialist interacts with the network serving the library automation system. Instructional and administrative networks fall outside the normal duties of the library media specialist.
- The library media specialist administers the closed-circuit television system and coordinates a daily or regularly scheduled school news program. Classes in television and video production fall outside the normal duties of the library media specialist.

**Locator: C-3.7.17**  
**Media Technical Assistant**  
**Position Grade: Support Salary Schedule**  
**Evaluated by: Principal**

**Job Description:**

Performs technical, secretarial, and clerical duties to assist in the functioning of the school library media center.

**Responsibilities and duties of this position include:**

1. Maintains current bibliographic and inventory records of the media technology collection (books, software, kits, etc. and related equipment). Enters data to computer, runs and distributes reports for administrators and staff.
2. Instructs students and teachers in locating and using media/technology resources such as library books, magazines, audiovisual and video materials, computerized information databases, computer-based learning programs, and related media/technology equipment.
3. Enters student and circulation data on the computer and handles booking and circulating of school, district media center, and other interlibrary loan materials and equipment.
4. Operates computer network, including daily startup and shutdown of system, daily and weekly backup of files.
5. Distributes instructional television programs to classrooms via the school closed circuit television (CCTV) system. Loads and monitors audiovisual media for viewing.
6. May assist students and staff in production of live programming via the school CCTV system.
7. Provides secretarial services for media center operations, including meeting the public, word processing, statistics, record keeping, correspondence, and filing, as well as providing preventative care and maintenance of school media technology materials and equipment and school media center furnishings.
8. Assists in preparation of displays, bulletin boards, exhibits, and media productions.
9. Maintains an orderly and attractive media center, including materials, equipment, furnishings, and book shelves.
10. Troubleshoots computer and audio visual equipment when problems arise.
11. May contact, monitor, and train both adult and student volunteers.
12. May coordinate school book fair, including notifying classes of schedule, collecting money, and completing reports.
13. Processes new materials, verifying purchase orders, stamping ownership, entering data to computer system, and assigning barcode numbers.
14. May monitor students and/or read to students in the absence of the media specialist.
15. Performs inventory of materials and equipment in the media center, assists in preparation of annual book count and inventory reports.
16. Compiles and maintains records of additions and deletions for statewide Sunlink project.
17. Prepares and distributes overdue notices to students and staff. Collects monies for damaged and lost materials.
18. Performs other duties of a similar nature or level.

**Required Qualifications:**

1. Must be a high school graduate or have passed the G.E.D. equivalency examination.
2. Exhibit an interest in working with students.
3. Must demonstrate skills in keyboarding and knowledge of Windows-based computer applications, as documented by a passing score on the test administered by the Human Resources Division.
4. Must pass the secretarial/clerical skills test.

**Desired Qualifications:**

1. Experience in a media center or similar position
2. Two (2) years experience in operating DOS/Windows, Macintosh or network-based applications.

Board approved: 5/20/93  
Revised: 3/21/96, 11/18/97

**SCHOOL DISTRICT OF CLAY COUNTY  
SUPPORT EMPLOYEE EVALUATION**

This instrument is for the purpose of evaluating the performance of support employees. Section I should be completed at the start of employment and at the beginning of each work year by the Supervisor and employee. SECTION II is to be completed after the appropriate Employee Performance Appraisal form has been marked and completed as instructed. The Employee Performance Appraisal form is to be attached to this form. Copies of BOTH forms are to be distributed at the Post Evaluation conference in accordance with instructions.

**SECTION I - PRE EVALUATION**

Employee \_\_\_\_\_ S.S.# \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ Title: \_\_\_\_\_  
 School/Department \_\_\_\_\_ Date \_\_\_\_\_ School Year \_\_\_\_\_  
 Supervisor's Name \_\_\_\_\_ Supervisor's Position \_\_\_\_\_

**Statement: I understand that this instrument shall be used in evaluating my performance in accordance with School Board Policy**

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Statement: I have explained the evaluation policy and process to the above-named employee.**

Signature \_\_\_\_\_ Date \_\_\_\_\_

**SECTION II - POST EVALUATION CONFERENCE**

Upon completion of the Employee Performance Appraisal on the employee named in Section II, fill in the information requested below.

Instructions: Write in the space provided your comments on the employee's most significant asset(s) and area(s) needing improvement.

**Most Significant Asset** \_\_\_\_\_

**Area for Improvement** \_\_\_\_\_

**POST CONFERENCE EVALUATION**

Evaluator: Suggestions for making improvement \_\_\_\_\_

**OVERALL RATING:** (Check one)  Exceeds Standards  Achieves Standards  Below Standards  Unsatisfactory

Follow-up Evaluation Date (If Needed) See Below: \_\_\_\_\_

Signatures: The signature below indicates an acknowledgment that the evaluation did take place as indicated.

Evaluator (Supervisor's Signature) \_\_\_\_\_ Date \_\_\_\_\_

Employee: My signature does not necessarily imply agreement with the evaluation, but does acknowledge that I have read it. I understand that I may submit a written rebuttal not later than one (1) week from the date of my signature and it shall be attached to this form.

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

**NOTE: Distribute copies of all forms to employee at conference.**

**EVALUATION FOLLOW-UP:** (This section used only when a follow-up evaluation has been scheduled and conducted.)

Comments: \_\_\_\_\_

Supervisor's Initials: \_\_\_\_\_ Employee's Initials: \_\_\_\_\_ Date: \_\_\_\_\_



**SCHOOL DISTRICT OF CLAY COUNTY**  
**SUPPORT EMPLOYEE PERFORMANCE APPRAISAL**  
**Job Classification: Secretarial/Clerical - Form I**

Employee: \_\_\_\_\_ Location: \_\_\_\_\_ School Year \_\_\_\_\_

*This instrument to be used for one of the following job classifications only. Check the one that applies to this employee:*

- |  |   |  |  |
|--|---|--|--|
| <input type="checkbox"/> Accounting Suppt. Asst. | <input type="checkbox"/> Clerical Asst.             | <input type="checkbox"/> Payroll Asst.           | <input type="checkbox"/> School Secretary              |
| <input type="checkbox"/> Accounting Asst.        | <input type="checkbox"/> Data Entry Operator        | <input type="checkbox"/> Payroll Clerical Asst.  | <input type="checkbox"/> Service Desk Asst.            |
| <input type="checkbox"/> Accounts Payable Asst.  | <input type="checkbox"/> Data Entry/Records Tech.   | <input type="checkbox"/> Payroll Support Asst.   | <input type="checkbox"/> Student Records Secretary     |
| <input type="checkbox"/> Admin. Support Asst.    | <input type="checkbox"/> ESE Secretary              | <input type="checkbox"/> Personnel Asst.         | <input type="checkbox"/> Testing & Admin. Suppt. Asst. |
| <input type="checkbox"/> Admin. Secretary, Sr.   | <input type="checkbox"/> Executive Secretary        | <input type="checkbox"/> Personnel Support Asst. | <input type="checkbox"/> Transportation/Boundary       |
| <input type="checkbox"/> Admin. Secretary        | <input type="checkbox"/> Instructional Suppt. Asst. | <input type="checkbox"/> Personnel Records Asst. | <input type="checkbox"/> Planning Asst.                |
| <input type="checkbox"/> Bookkeeper              | <input type="checkbox"/> Insurance Asst.            | <input type="checkbox"/> Principal's Secretary   |  |
| <input type="checkbox"/> Clerical Suppt. Asst.   | <input type="checkbox"/> Media Technical Asst.      | <input type="checkbox"/> Professional Dev. Asst. |  |

**PERFORMANCE STANDARDS:** For each Performance Standard, indicate whether the employee's performance "Exceeds" that Standard, "Achieves" that Standard, or is "Below" that Standard.

**COMMENTS:** Supporting comments *are required* for any performance standard marked "Below Standard." Comments are encouraged for any Standard appraised as "Exceeds Standard." Note number of Standard addressed by each comment. Write "N/A" in the Comments Section if a Performance Standard is not part of the employee's job assignment.

<u>PERFORMANCE STANDARDS</u>	<u>APPRAISAL</u>			<u>COMMENTS</u>
	Exceeds Standard	Achieves Standard	Below Standard	
<b><u>QUALITY OF WORK/JOB KNOWLEDGE:</u></b>				
1. Displays excellent knowledge of assigned responsibilities and completes them in a professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____ _____
2. Produces accurate work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____ _____
3. Accepts authority and supervision of work with professionalism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____ _____
4. Maintains readily accessible, updated information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____ _____
<b><u>WORK HABITS</u></b>				
1. Prioritizes and completes assigned tasks on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____ _____
2. Works well with little or no supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____ _____
3. Demonstrates flexibility in accomplishing job tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____ _____

**PERFORMANCE STANDARDS**

**APPRAISAL**  
 Exceeds Standard    Achieves Standard    Below Standard

**COMMENTS**

**WORK HABITS, Continued**

4. Complies with policies regarding confidentiality.    4. \_\_\_\_\_

5. Demonstrates interest in self-improvement.    5. \_\_\_\_\_

**SAFETY**

1. Demonstrates good judgment regarding safety of self and others.    1. \_\_\_\_\_

2. Displays knowledge of and compliance with School Board safety procedures and policies.    2. \_\_\_\_\_

**WORK ATTENDANCE**

1. Complies with Board approved work hours and attendance policies.    1. \_\_\_\_\_

2. Displays an awareness of impact on others when absent.    2. \_\_\_\_\_

**CARE OF TOOLS/EQUIPMENT, WORKSPACE**

1. Handles equipment with proper care.    1. \_\_\_\_\_

2. Displays willingness to assist others in proper use and care of equipment.    2. \_\_\_\_\_

3. Maintains a safe and neat workspace.    3. \_\_\_\_\_

4. Displays knowledge of and is capable of doing minor repairs to office equipment.    4. \_\_\_\_\_

**PERFORMANCE STANDARDS**

**APPRAISAL**  
 Exceeds Standard    Achieves Standard    Below Standard

**COMMENTS**

**RELATIONSHIP WITH OTHERS**

- |  |                          |                          |                          |                   |
|--|--------------------------|--------------------------|--------------------------|-------------------|
| 1. Communicates effectively with others in a courteous and tactful manner.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. _____<br>_____ |
| 2. Interacts appropriately with students, co-workers, parents and other staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. _____<br>_____ |
| 3. Displays willingness to assist others.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. _____<br>_____ |

**APPEARANCE**

- |   |                          |                          |                          |                   |
|---|--------------------------|--------------------------|--------------------------|-------------------|
| 1. Maintains a neat, professional appearance.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. _____<br>_____ |
| 2. Displays good judgment of appropriate work attire. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. _____<br>_____ |

**OVERALL PERFORMANCE APPRAISAL:**

Exceeds Standards    Achieves Standards    Below Standards  
                                       

Supervisor Signature: \_\_\_\_\_

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# EDUCATIONAL MEDIA SPECIALIST

<http://www.firn.edu/doe/rules/6a-47.htm#6A-4.0251>

## 6a-4.0251 Specialization Requirements for Certification in Educational Media Specialist (Grades PK – 12)—Specialty Class.

- (1) Plan One. A bachelor's or higher degree with an undergraduate or graduate major in educational media or library science, or
- (2) Plan Two. A bachelor's or higher degree with thirty (30) semester hours in educational media or library science to include credit in the areas specified below:
  - (a) Management of library media programs;
  - (b) Collection development. Courses in this area include: evaluation, selection, and maintenance of library media resources in print and nonprint formats;
  - (c) Library media resources. Courses in this area include: literature in both print and nonprint formats for both children and adolescents;
  - (d) Reference sources and services. Courses in this area include: print and electronic resources and techniques for providing information services;
  - (e) Organization of collections. Courses in this area include: classification and cataloging principles and techniques; and
  - (f) Design and production of educational media.

Specific Authority 1001.02, 1012.55, 1012.56 FS. Law implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History – New 7-1-92, Amended 7-17-2000.

**NOTE:** This is an excerpt covering specialization requirements. For additional information, check with Human Resources.

# NOTES

## MASTER INSERVICE PLAN

A State of Florida Department of Education Professional Educator's Certificate can be renewed with component credit, college credit, or a combination of both of these. Each staff member who wishes to have his/her teaching certificate renewed using component points must have earned at least one hundred twenty (120) points during his/her current validity period of the certificate. Renewal of the Professional Educator Certificate may also be obtained through National Board Certification.

Media specialists and media technical assistants must register for inservice activities at MyPoints.org: <http://www.my-points.org> WHETHER OR NOT inservice points are desired.

Points to renew media professional certificates may be acquired through **Component 1-407-001: Information Literacy**. Information on additional components may be obtained from your school's Local Inservice Coordinator or the Professional Development Office.

Attendance at media training meetings is required for media specialists and may be claimed for inservice points. Absences from these training meetings must be approved in advance by the Instructional Media Services Specialist or Supervisor of Instructional Support Services.

### IMPORTANT POINTS CONCERNING INSERVICE:

- Each member of the instructional staff who wishes to extend his/her certificate as a result of participation in the Master Inservice Plan must earn at least 120 inservice points during the certificate validity period (not more than 5 years before the expiration date)
- A combination of inservice points and college credit can be used to renew a certificate. However, college course work **MUST** be approved **PRIOR** to the beginning of the class

(Please contact Neil Sanders at extension 2471 concerning college work).

- One inservice point is equal to one clock hour of participation by the typical participant. A portion of an hour will be rounded down to the next lowest whole hour.
- Credit for certification renewal may not be given for a component fewer than three (3) hours in length. The maximum number of points per day is six (6) for training conducted outside the School District of Clay County.
- Inservice points may only be awarded AFTER participants have successfully completed the assigned follow-up activity.
- A copy of the inservice component and the pre and post assessment must be attached to the follow-up activity. The pre-assessment for teachers is the Individual Professional Development Plan.
- Points earned in one validity period, five (5) years for Professional Services Contract or Continuing Contract and ten (10) years for National Board Certification, cannot be carried over into a subsequent validity period except for Reading component credit, ESOL Endorsement credit, and Reading Endorsement credit.
- Attendance at a professional training will be recorded by the participant on an official sign-in sheet. If a participant's signature does not appear on the sign-in sheet, he/she will not receive credit.

## **Professional Development Opportunities Not Listed on My-Points.org**

If you wish to participate in an activity not listed in my-points.org you must do the following:

- Complete Part I: of form SCH-1-2150 (Out of County Request for Professional Development) and submit it to the Local Inservice Coordinator (LIC) three (3) weeks prior to the start date.
- The LIC submits the application to the Professional Development Department at least two (2) weeks prior to departure.
- Approved/disapproved copies are returned to the LIC.
- After returning from the inservice experience, complete Part II: attach appropriate documentation to SCH-1-2150 and submit to LIC within 30 days after completing Part II.
- LIC submits the “yellow” copy and documentation to the Professional Development Department for review and data entry.



## TRAVEL INSERVICE

Travel may be reimbursed via budget or internal accounts.

**AUTHORIZATION TO INCUR TRAVEL** – form SCH-1-2157 – It is the immediate supervisor’s responsibility to verify that the expenses of travelers are the most efficient and economical means of travel (considering time of the traveler, cost of transportation, number of persons making the trip, and per diem or subsistence required).

### **COST INFORMATION:** Departure/Return Time

Departure: The actual time you left home or school  
Return: The actual time you arrived back at home or School

Mileage: Official Highway Mileages/[www.mapquest.com](http://www.mapquest.com)  
If not driving: Give name of person driving  
Common Carrier: Airfare, county vehicle, tour bus, etc.  
Purchase Order: If paying by purchase order, give P.O. # and attach a copy of the P.O. to the Authorization form.

**This is School Board Policy:** “Written justification is needed when airfare is requested in lieu of driving....An invoice must be attached to leave forms. When voucher for reimbursement is completed, the airline ticket stub must be attached. Meals included in your airline fare will be deducted from your per diem or actual cost expenses.

**ACTUAL COST:** Use this if you exceed \$70.00 per day.

Hotel: Single rate only plus tax unless you are sharing a room. Motel receipt must have the name(s) of those who paid.

Meals: Based on time of departure and time of return  
Breakfast before 6 a.m. and extends beyond 8 a.m.  
Lunch before 12 noon and extends beyond 2 p.m.  
Dinner before 6 p.m. and extends beyond 8 p.m.

**DEDUCT ANY MEALS INCLUDED IN REGISTRATION FEE OR COMPLIMENTARY.** If only out one night compare cost of per diem.

**REMINDER: ADMINISTRATIVE POLICY – NO REIMBURSEMENT FOR MEALS IN CLAY COUNTY OR SURROUNDING COUNTIES (DUVAL, ST. JOHNS, PUTNAM, BRADFORD, BAKER, ALACHUA, NASSAU).**

**PER DIEM:** Determined by quarters used. Quarters determined by the following times:

First Quarter: 12:01 a.m. to 6:00 a.m.  
Second Quarter: 6:01 a.m. to 12:00 noon  
Third Quarter: 12:01 a.m. to 6:00 p.m.  
Fourth Quarter: 6:01 p.m. to 12 midnight

**PER DIEM** is usually requested when 2 or more people share a room or when one stays with friends or relatives. If staying with someone, a note giving the name of the person you stayed with, dates there, and the name of conference attended, must be attached to your voucher.

**REGISTRATION FEE:** This has to show on your documentation attached to the Authorization form. If registration

is paid on a Purchase Order, the P.O. # and a copy of the P.O. have to be attached to the Authorization form. Registration fee usually will show what is covered in the fee: things like meals, materials, continental breakfast. Clay County School Board **DOES NOT** pay for late registration or any fees for dues. (**BOARD POLICY** – Registration fees will be reimbursed at least expensive member fee rate **ONLY**. Additional assessment for late registration is not reimbursable.)

**INCIDENTAL EXPENSES:** (obj. 0330) tolls, (obj. 0330) parking, (obj. 0330) taxi, (obj. 0590) conference materials, etc. (**BOARD POLICY** – Incidental expenses must be in connection with the transaction of official business. All expense items including registration fee must be supported by paid invoices, sales tickets, certificate of completion/attendance, or canceled check.

**ORIGINAL RECEIPTS ONLY ARE REQUIRED FOR MOTEL, REGISTRATION FEE, AND ANY INCIDENTAL EXPENSES. YOUR NAME IS REQUIRED ON THE REGISTRATION RECEIPT.**

**NO RECEIPT -----NO MONEY!**

**BUDGET:** Cost/Center is also Cost Center Supervisor—if DIFFERENT the Authorization form has to be sent to the Cost/Center Supervisor for approval.

After the Authorization form has been signed and approved by the Cost Center Supervisor, the form is split and distributed by the Cost Center Supervisor. The white (copy 1) copy of the Authorization form with the back-up is send directly to Accounts Payable. The yellow (copy 2) copy of the Authorization form is sent to the Professional Development Department

**VOUCHER FOR REIMBURSEMENT (Form ACP-1-3202)– 2-PART PAPER – BOTH COPIES ARE SENT TO ACCOUNTS PAYABLE.**

**MAIN POINTS:**

1. List each day separately
2. Mark Per Diem, Actual Cost, or meals.
3. Official Headquarters – the office or school to which an employee is assigned – County Office or School Name.
4. Social Security Number must be included.
5. Reimbursement Approved by – must be same person who is in charge of the money – Cost Center Supervisor.
6. Vendor # \_\_\_\_\_ is your Social Security Number.
7. Fill in Budget Code – should be the same as on the Authorization form.

**Class “C” Meals** are reported under OBJECT 0332 and are considered income. You will also have to put money in Object 0220 to cover Social Security.

Florida Statutes defines Class C travel as “travel for short or day trips where the traveler is not away from his/her official headquarters overnight.” Class C Meals are reported on the Voucher for Reimbursement; the Accounts Payable Office does a Supplementary Payroll form and the report is turned into Payroll to be processed. It is treated as income, with withholding and social security taken out, and it is reported on your W-2 Form.

**MILEAGE ONLY TRAVEL FORMS – 2-PART AND BOTH PARTS ARE TURNED IN.** Traveling in surrounding counties requires documentation. **SURROUNDING COUNTIES INCLUDE:** Duval, St. Johns, Baker, Alachua, Bradford, Nassau, Putnam.

**MAIN POINTS:**

1. DITTO MARKS ARE ILLEGAL.
2. Vendor Number is Social Security Number.
3. To Save Space: round trips can be put on one line if there are only a few trips in one month – you can put several months on one form.
4. Purpose has to be filled in for each entry.
5. Budget Code – The only objects that can be used are 0330 or 0331.

Additional information: NO APPLICATION FOR LEAVE FORM is necessary for a Non-Contracted Working Day. If under a summer contract for a specific period of time an Application for Leave form would be necessary.

## **INSTRUCTIONS FOR REIMBURSEMENT OF TRAVELING EXPENSES**

When trips are overnight: Per Diem is \$70 per day, or \$17.50 per quarter and covers cost of room and meals. When filling out the reimbursement form, please list each day separately.

You will be reimbursed for mileage, lodging at single occupancy rate, registration fee, (fees for dues, late registration, and non-member registration are not reimbursable) and incidental expenses.

Reimbursement allowances for meals are:

\$4.00 – Breakfast – Travel begins before 6 a.m. and extends  
Beyond 8 a.m.

\$8.00 – Lunch – Travel begins before 12 noon and  
Extends beyond 2 p.m.

\$15 – Dinner - Travel begins before 6 p.m. and extends  
Beyond 8 p.m.

You must have a receipt in your name from the hotel or motel. If staying with friends or relatives, a letter verifying dates you were there is necessary. Receipts for meals are not necessary.

If you share a room with another employee, each of you must have a receipt with your name on it – regardless of who paid the bill. This is for verification of dates, not amounts of money.

Your point of origin is your work site. If travel is on a weekend, show the city in which you live as point of origin. Hour of departure is the time travel begins. Hour of return is the time you get back to school or home, not the time you leave the area in which the meeting or workshop was held. If your departure and return time is 12 o'clock, please specify 12 noon or 12 midnight.

Mileage is reimbursed at the rate of \$.44 per mile and is figured by the District Office (mileage is taken from <http://www.mapquest.com>).

If you rode with another employee and are not claiming mileage, please show the name of the driver in the “Auto Mileage Claimed” column.

You may claim reimbursement for such incidental expenses as registration fees, taxi fares, toll charges, parking fees, professional meetings, etc., and you **must** have a receipt for any amounts you claim. Tips are not reimbursable.

You will not be reimbursed for any item or cost in excess of the amount on your Authorization to Incur Travel Expenses without justification.

**When Trips Are Not Overnight:** Be explicit about your hours of departure and return, as these times determine which means you will be reimbursed for. Administrative policy does not allow meal allowances for travel to surrounding counties. Receipts are not necessary for meals – flat rates are set up by the School Board.

**Overnight Travel:** If you split the cost of a room with another person, the motel receipt must show the amount paid by each person. If you are staying with a friend or relative, you must attach a note giving the name of the person you stayed with, the night(s) you were there, and the title of the conference/seminar.

**Agenda:** The agenda is used to verify dates of conferences and any registration fee charged. The agenda is used to determine if any meals are included in the registration fee and to determine the member and/or non-member cost. Clay County School Board does not reimburse for late registration fees.

**Vouchers for Reimbursement:** will be sent to the cost center if any of the following information is not complete:

- Principal/Administrator signature
- Vendor number
- Budget code
- Dates of departure and return

**MOST IMPORTANT – LIST EACH DAY SEPARATELY!!!!**

# **POLICIES AND PROCEDURES**

## **SCHOOL LIBRARY MEDIA ADVISORY COMMITTEE**

It is recommended that a School Library Media Advisory Committee be established. This committee shall consist of one person per grade level or department. The members of this committee will receive instruction annually by the library media specialist(s).

This committee may consist of:

1. Principal or principal's representative
2. Media specialist(s)
3. Teachers – at least one per grade level/department
4. Parents (at least two) or other representatives of the school community
5. Students (when appropriate).

This committee should meet at least twice a year.

The School Library Media Advisory Committee's activities may include:

- Assisting with book fairs and other community activities that strengthen or promote the media program
- Providing leadership in collaborative teaching
- Promoting resource-based learning
- Soliciting purchasing recommendations from other teachers and students
- Consulting recommended selection tools
- Recommending purchase priorities in light of available funds
- Communicating to all staff members school-wide priorities as recommended by the School Library Media Advisory Committee.



## **CENSORSHIP POLICY**

Library media specialists must resist all efforts by groups or individuals to censor library media materials. Challenged materials should be presented to the school Curriculum Council. Materials under question will remain in use until a decision has been made. A decision to remove materials from the library media center is based on the recommendation of the school Curriculum Council and the final decision of the Superintendent or designee.

<http://www.ala.org/ala/oif/Default622.htm>

# **CENSORSHIP**

## **POLICY/PROCEDURE FOR RECONSIDERING NON-BOARD APPROVED OR NON-STATE ADOPTED INSTRUCTIONAL MATERIALS**

1. Individuals wishing to review materials must complete the Instructional Materials Review Form (MIS 2-2508).
2. If after reviewing the materials the individual wants the material to be reconsidered, he/she completes the Request for Reconsideration of School Instructional Materials (MIS-2-2815).
3. The administrator returns both completed forms to the Administrator of Instructional Support Services. The Administrator will advise Assistant Superintendent for Instruction of request. Assistant Superintendent forwards the request to the appropriate department
4. The Superintendent/Designee directs that School/District Curriculum Council to convene. The Curriculum Council will consist of no fewer than three (3) persons, with at least one-half teachers, and, when possible, one lay member. The Council will invite the appropriate curriculum division director as an ex officio member to its meetings when reconsideration of non-adopted instructional materials is being placed on the agenda.
5. The School/District Curriculum Council reviews each request and examines the materials for reconsideration taking into consideration what is in a student's best interest regarding his educational success.
6. The School/District Curriculum Council makes decisions by a majority vote. The Curriculum Council forwards recommendations to the Superintendent/Designee for

consideration. The recommendations will include the following criteria as they related to the designated grade level of the materials being reconsidered:

Content  
Presentation  
Learning

The Curriculum Council may recommend an appropriate alternative selection for the materials being requested for reconsideration. Recommendations should be requested on Council Review of Instructional Materials Form (ISS 22534).

7. The Superintendent/Designee reviews the non-adopted instructional materials considering the recommendation of the School/District Curriculum Council. Superintendent may elect to convene additional Councils.
8. The Superintendent/Designee notifies the administrator and the individual(s) about the final decision.
9. If the School/District Curriculum Council recommends an alternative selection, the individual may request this selection for the student.
10. The individual may appeal the Superintendent's decision to the School Board for reconsideration and advisement.

Copies of reconsideration forms follow on the next 4 pages. These forms may be ordered from the Print Center website: <http://10.40.1.30/search.asp>

# School District of Clay County

## Request to Review Instructional Materials

This form must be completed by any individual who wishes to view/review Instructional Materials

Name of individual requesting review \_\_\_\_\_

Address \_\_\_\_\_

Home phone \_\_\_\_\_ Work phone \_\_\_\_\_

Email \_\_\_\_\_

Type of Instructional Material

Textbook

Novel

Audio visual (tape, DVD, etc.)

Workbook

Software

Other: \_\_\_\_\_

Grade level \_\_\_\_\_

Subject \_\_\_\_\_

Title \_\_\_\_\_

Author, Editor, or Director \_\_\_\_\_

Publisher/Producer \_\_\_\_\_ ISBN # (if known) \_\_\_\_\_

What is your reason for or interest in this review?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Check one:

I represent a special interest group named \_\_\_\_\_

I do not represent a special interest group

Check one:

I already have a copy of the material

I will review the material on-site

I wish to check out the material for a two week period

\_\_\_\_\_  
Administrator's signature

\_\_\_\_\_  
School/Department

*Procedures are documented in the Handbook of Instructional Materials Procedures. If an individual, after review of the material, wishes to request reconsideration of the material, complete ISS-2-2501.*

Original- To Instructional Support Services    Copy 1- School's Copy    Copy 2- Reviewer's copy

# NOTES

**CLAY COUNTY SCHOOLS**  
**REQUEST FOR RECONSIDERATION OF SCHOOL INSTRUCTIONAL MATERIALS**

SCHOOL \_\_\_\_\_

Please check type of material:

- |                                     |                                    |                                 |
|-------------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> Book       | <input type="checkbox"/> Film      | <input type="checkbox"/> Record |
| <input type="checkbox"/> Periodical | <input type="checkbox"/> Filmstrip | <input type="checkbox"/> Kit    |
| <input type="checkbox"/> Pamphlet   | <input type="checkbox"/> Cassette  | <input type="checkbox"/> Other  |

Title \_\_\_\_\_

Author \_\_\_\_\_

Publisher or Producer \_\_\_\_\_

\* \* \* \* \*

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

\* \* \* \* \*

The following questions are to be answered after the complainant has read, viewed or listened to the school instructional material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? Please be specific, cite pages, frames in a filmstrip, film sequence, et cetera.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CLAY COUNTY SCHOOLS**  
**REQUEST FOR RECONSIDERATION OF SCHOOL INSTRUCTIONAL MATERIALS**

2. What do you believe is the theme or purpose of this material?

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3. What do you feel might be the result of a student using this material?

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4. For what age group would you recommend this material?

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5. Is there anything good in this material? Please comment.

---

---

6. Would you care to recommend other instructional material of the same subject and format?

---

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date

Please return completed form to the school principal.

**School District of Clay County**  
**School or District Curriculum Council Review**  
**of**  
**Instructional Materials**

School/Department \_\_\_\_\_ Date \_\_\_\_\_

Type of Instructional Material

- Textbook                       Novel                                       Audio visual (tape, DVD, etc.)  
 Workbook                       Software                                       Other: \_\_\_\_\_

Grade level \_\_\_\_\_ Subject \_\_\_\_\_

Title \_\_\_\_\_

Author, Editor, or Director \_\_\_\_\_

Publisher/Producer \_\_\_\_\_ ISBN # (If known) \_\_\_\_\_

List concerns cited by committee members (Please cite pages, frames, etc.):

**Using criteria for content, presentation, and learning, check all that apply:**

- The content aligns with state standards for the subject, grade level, and learning outcomes
- The level of difficulty/complexity is appropriate for the students and grade level
- The portrayal of gender, ethnicity, age, and social groups includes multi-cultural fairness
- The organization/presentation of the material allows students to explicitly identify ideas
- The material is not biased, has no profanity or adult situations, and contains no pornography
- The material is appropriate to support learning outcomes specified in standards
- This Instructional Material is recommended for classroom use
- This Instructional Material is not recommended for classroom use

Comments: \_\_\_\_\_  
\_\_\_\_\_

*Procedures are documented in the Handbook of Instructional Materials Procedures. ISS 12535 should also be sent with this form.*



**COPYRIGHT**

## COPYRIGHT POLICY

Infringement of copyright protection is a violation of federal law. The Clay County School Board complies with all federal copyright laws. It is the responsibility of each principal and library media specialist to inform the faculty and staff of current copyright laws concerning print and non-print materials. The library media specialist should document how the information has been presented to the school. The library media specialist is not a “copyright policeman.” Enforcement of copyright is the administrator’s responsibility.

Forms are available for off-air recording and videotaping. When completed, these forms should be kept on file in the library media center. Areas of concern are print and non-print materials such as videotaping, music, play production, workbooks, computer software, and duplication of copyrighted figures and other information from various sources (i.e. INTERNET). A copyright release should be obtained before any presenter or program is videotaped.

Each library media center has been furnished with *Copyright: A Guide to Information and Resources*, 3<sup>rd</sup> Edition, by Gary Becker, which will serve as a guideline when questions arise. Each library media specialist should read this guide and become familiar with its contents. The “Quick Reference” section at the beginning of this guide is extremely helpful in gaining an overview of the rights and limitations of use of copyrighted materials. The Clay County School District has permission from the author to duplicate small portions of the book for use within the individual school. In addition to Mr. Becker’s book, the following pages of this procedures manual should be carefully reviewed, as they contain information specific to Clay County School Board policies and procedures regarding copyright.

## USE OF AUDIOVISUAL MATERIALS

Educators bear the responsibility for wise use of audiovisual materials (i.e. – videos, DVDs, laser discs, CDs, etc.). The following policies should assist the classroom teacher.

- **All videos, DVDs and laser discs must be previewed by the teacher before use in the classroom.** All use of audiovisual materials, including instructional television, must be documented in lesson plans as part of an instructional objective. Best practices for using videos, laser discs, and DVDs limit viewing to sections which are relevant to instruction.
- As technology becomes more interchangeable and diverse, concerns regarding copyright violations and misuse increase. **One absolute prohibition which must always be kept in mind is that videos and DVDs may not be used for entertainment or recreation unless public performance rights have been purchased from MovieLicensing.com or other licensing company.** By copyright law, videos and DVDs labeled “For Home Use Only” cannot even be used for their cultural or intellectual value unless they are specifically related to a teaching activity. They must have a clear-cut instructional purpose, be used for face-to-face teaching activities only, and be documented in lesson plans.
- Films and filmstrips do not fall under these same copyright restrictions because of practices established well before the 1976 copyright revision. Films and filmstrips may be shown in schools as long as no fees are charged to viewers.

- All library media center videos, DVDs and laser discs must be screened before being placed on library media shelves. **Audiovisual materials that are the property of a teacher or student must be cleared through the school Curriculum Council before use in the classroom.** The clearance is ONLY for the one teacher/team requesting it.
- **Clay County School Board policy dictates that at no time may rental videos or DVDs be used by schools, even if the rental store personnel signs a copyright release. Even the use of a rental video appropriate for instruction would be considered a contract violation.**

## **CLOSED CIRCUIT TELEVISION TRANSMISSION**

All videos, DVDs, and laser discs broadcast through the school closed circuit or media retrieval system must have closed circuit rights. Materials that are part of the school or district library media collections have closed circuit rights for face-to-face teaching activities unless labeled “No Closed Circuit Rights.”

At no time should a program be shown for recreation or reward unless public performance rights have been purchased with the item or from [MovieLicensing.com](http://MovieLicensing.com). Schools that have purchased the yearly license from [MovieLicensing.com](http://MovieLicensing.com) may use programs for recreation or reward. If a license was not purchased, no materials in the school have public performance rights unless labeled “Public Performance Rights Purchased.”

An effort must be made for grade levels to follow the same guidelines with their grade-level collections. The library media specialist may offer advice and assistance to grade levels if they choose to obtain closed circuit rights for their materials.

When ordering new audiovisual materials, a statement should be written on the requisition stating that the material may be distributed through a closed circuit system within the same school facility for face-to-face teaching activities. At no time should a program of which the content is primarily of a dramatic or entertainment nature be shown through the closed circuit system **UNLESS** closed circuit rights have been obtained.

At no time should a program be shown through the closed circuit system if closed circuit rights have been denied.

Broadcast of donated materials is questionable UNLESS permission has been requested from the copyright holders, or the license from MovieLicensing.com has been purchased.

Audiovisual materials that are the property of a teacher or student must be cleared through the school Curriculum Council before use in the classroom. At no time should these materials be shown through the closed circuit system, unless the school has purchased the annual license from MovieLicensing.com.

## **OFF-AIR RECORDING OF TELEVISION PROGRAMS**

At the request of a teacher, the library media specialist may record a television program under the copyright guidelines outlined in Gary Becker's book *Copyright: A Guide to Information and Resources*, 3<sup>rd</sup> Edition. These programs must be from non-cable stations unless permission is given directly from the cable station. (Many educational programs are permitted limited taping rights on select cable stations. Refer to the guidelines specified in the monthly *Cable in the Classroom* periodical, *Access Learning* magazine or on their website:

<http://www.ciconline.com/aboutcic/publications/accesslearning.htm>)

Strict record-keeping should be followed to assure adherence to copyright guidelines and timely erasure of programs recorded off-air. The following **OFF-AIR RECORDING STATEMENT** form should be used when taping off-air programs.

In addition, it should be noted that a teacher who requests a program be taped off-air has a one-time privilege to make such a request and cannot request that program again, no matter how many times it is broadcast. When the school tapes the off-air program, the teacher may show it once for instruction and then once again for

reinforcement. After that, if the teacher wishes to use the program again, it must be **purchased** in order to be used.

**CLAY COUNTY PUBLIC SCHOOLS**  
**OFF-AIR RECORDING STATEMENT**

\_\_\_\_\_ Recorded \_\_\_\_\_  
(School) (Title)

At my request on \_\_\_\_\_. I will not use this  
(Date)  
recording more than once in relevant teaching activities; I will not  
repeat it more than once for reinforcement.

The 45<sup>th</sup> day after the recording date will be \_\_\_\_\_.  
(Date)

I understand that I may use this recording from the 11<sup>th</sup> to the 45<sup>th</sup>  
day for teacher evaluation only. It will not be used for student  
exhibition during this time unless authorization is obtained from the  
copyright holder.

\_\_\_\_\_ copies have been made of this recording. Each  
one bears a copy of this statement.

This recording (these recordings) will be erased no later than the 45<sup>th</sup>

day as indicated above.

Teacher Signature:\_\_\_\_\_

Library Media Specialist Signature:\_\_\_\_\_

Tape #\_\_\_\_\_

MIS 12837

## **STUDENT VIDEOTAPING/INTERNET POLICIES**

Parents have the option to prohibit videotaping of their child and/or to prohibit their child's access to the Internet as stated in the Student Code of Conduct and/or Student Handbook.

### **As per the County's Networking Policy...**

All Clay County students are permitted access to the Internet in our schools. The Clay County School District also encourages the sharing of outstanding student work and school activities throughout the learning community through photographs, videotapes, web pages, etc.

"Network users must adhere to strict guidelines known as Terms and Conditions for Use of Telecommunications and Networks that have been developed by the district committee and documented in the Procedures Manual for Instructional Technology. **A copy of the Terms and Conditions shall be distributed to parents and students in the Code of Student Conduct. A copy shall be distributed to district employees in the Employee Handbook.** If a district user unacceptably violates any of these provisions, future access to the network will be denied. In addition, serious violations may result in disciplinary action or legal action in accordance with Clay County policies. **Signature on the Code of Student Conduct acknowledgement or the Employee Network Responsibility Contract is an obligation to comply with the terms and conditions. Failure to return the acknowledgement or Employee Contract will not relieve a student, parent, or employee from responsibility to know the contents and will not excuse non-**



**compliance.** The School District of Clay County is subject to Florida Statutes regarding public information.”

### **As per the County’s Videotaping of Students Policy...**

“Many Clay County students have the opportunity of being videotaped or photographed at school or school activities. Some of these tapes or photographs may eventually air on Clay County School Board Channel 29 (an educational access channel), be utilized at local, state, or national conferences or workshops, shown on the school’s closed circuit television system, or included in local news or the school’s Internet web page. Outstanding work of students may also be displayed in the community, on the web page or incorporated into videotape. If you have an objection to your student’s work being used for any of the above purposes, you must notify the school in writing within 48 hours of your receipt of this information.”

A parent’s signature on the Code of Student Conduct acknowledgement page allows the child access to the Internet, as well as permission for the child to be photographed or videotaped during school activities. If a parent objects to either activity he or she must notify the school in writing within 48 hours of receipt of this information.

Parents and students only sign the Acknowledgement of Code of Student Conduct. There are no separate signature pages for other items.

# **COLLECTION DEVELOPMENT**

## **COLLECTION DEVELOPMENT POLICY**

The primary objective of each school's library media program is to enrich, extend, and support the instructional program of the school. The school library media program makes available a wide range of media on varying levels of difficulty with a diversity of appeal compatible with the different needs, interests, and viewpoints of students and teachers.

In addition to supporting the School Library Bill of Rights, the school library media program should reflect the following:

1. Media shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.
2. Media shall be evaluated for its strengths rather than rejected for its weaknesses.
3. Specific curriculum objectives may be achieved by providing biased or slanted media.
4. Special consideration is given to treatment of the following elements: religion, ideologies, sex education, sex, profanity, and science.

5. Acceptance of gifts of media shall meet the same selection criteria and procedures as purchased media. Their acceptance, along with the understanding of their use or disposition, will be determined by the same persons having the responsibility for acquisitions.

Collection development is a continuing process which shall include the removal of media no longer appropriate and the replacement of lost and worn materials still of educational value.

## **SELECTION POLICY**

Materials should be selected by the library media specialist considering recommendations from students and faculty. These materials should support the school's curriculum and contribute to the learning goals of teachers and students. Top priority should be given to companies that support full MARC records. Selections should include a wide variety of materials, both print and non-print. In order to meet the needs of all reading levels, library media centers should meet all SACS standards regarding the number of books per student. (SACS standards are available on page 79.) Gifts will be utilized at the discretion of the library media specialist based on the selection criteria for new acquisitions. Collections should include all top award books according to grade levels (Caldecott, Newbery, Sunshine State Young Readers Award, Florida Reading Association Award, Florida Teens Read, etc.) Titles considered classics should also be included in the collection.

## **PHILOSOPHY OF SELECTION AND USE OF MATERIALS FOR SCHOOL LIBRARY MEDIA CENTERS**

Selection of media for the library media center is a continuous and cooperative process among administrators, staff, library media specialists, students and parents. Teachers, especially, should actively participate in this ongoing process and meet regularly with library media specialists in planning and recommending selections that reflect the reading ability, maturity level, interest level, and curricular and individual needs of the students and staff members. Library media selected should be consistent with the educational goals of the district, have aesthetic, literary or social value, and represent our pluralistic society. While perspectives from a variety of persons and sources in selecting media are encouraged, the library media specialist knows the holdings of the library media center and has the responsibility to maintain a balanced collection. Library media specialists may also catalog and inventory all media ordered by the school, excluding textbooks, regardless of the originator of the order.

In order to implement, enrich, and support the educational programs of the school and community, the library media center should provide maximum access to its materials for use in school and at home. The library media specialists should assist in the development of reading skills, literary taste, discrimination in choice of materials, and instruction in the use of information in all formats, as well as to convey to the students the strengths, limitations, and uses of each medium. In addition, the library

media center should contribute to the development of the social, intellectual, and moral development of the students.

The library media center is only as effective as its usefulness. A center which is accessible to all and which has a wide variety of general and specific materials of print and non-print resources will encourage students to pursue inquiry, develop individual interests, enhance knowledge, and become lifelong learners. Finally, schools are encouraged to have a collection development plan that addresses their personal needs and includes such specific steps as school/community analysis, policy development, selection, acquisition, weeding, and evaluation. Library media centers are encouraged to maintain an updated print reference collection to enhance online research.

## **PROCEDURES FOR SELECTION, MAINTENANCE, USE AND EVALUATION OF MEDIA**

The school library media specialist, in collaboration with teachers and administrators, will:

1. Arrange, whenever possible, for examination of items to be purchased.
2. Use recommended, professionally prepared selection aids when examination of materials is not possible.
3. Evaluate carefully and purchase expensive sets of media and items procured by subscription only as specifically needed.
4. Limit the purchase of duplicates to media that is used extensively.
5. Evaluate gift items by standard selection criteria, and upon acceptance of such items, reserve the right to incorporate into the collection only those meeting specific criteria.
6. Purchase replacements for worn, damaged, or missing media basic to the collection.

7. Weed continuously from the collection worn, obsolete, and inoperable items. Emphasis should be on educationally useful items; *quality*, not *quantity*.
8. Coordinate all cable television, off-air broadcasting, and satellite television reception through the school library media center. Each school should determine a procedure for documenting copyright information needed, such as:
  - a. Person requesting
  - b. Date copied
  - c. Period of copyright duration.
9. Coordinate or establish procedures for documenting copyright, license, and use of all materials purchased, borrowed, or created.

## **CRITERIA FOR SELECTING INSTRUCTIONAL MATERIALS**

Media considered for purchase are judged on the basis of the following criteria:

**Purpose** – overall purpose and its direct relationship to instructional objectives and/or the curriculum

**Reliability** – accurate, authentic

**Quality** – writing and/or production of merit

**Treatment** – clear, comprehensible, skillful, convincing, well-organized

**Technical production** – aurally and visually appealing, well-crafted, up-to-date

**Construction** – durable, manageable, functional, attractive, well-packaged, safe

**Special features** – useful illustrations, photographs, maps, graphics, charts, graphs, documentation, sound, user-friendly

**Possible uses** – individual, small and large group instruction, in-depth study

## **SPECIAL CONSIDERATIONS**

1. Religion – factual media which represent all major religions
2. Ideologies – factual information or philosophy which exerts a strong force in society
3. Sex education – factual information appropriate for the age group or related to the school curriculum
4. Science – factual information about medical and scientific knowledge
5. Profanity – use of profanity does not automatically disqualify a selection. Effort is made to exclude media using profanity in a lewd or detrimental manner
6. Sex – pornographic, sensational, or titillating material is not included, but the evidence of sexual incidents appearing in the media does not automatically disqualify its use. (Reference Florida State Statute 233.165)



Effort should be made to keep the media current, comprehensive, and representative of rapidly developing instructional technologies.

## **SELECTION GUIDELINES FOR INSTRUCTIONAL MEDIA**

### **Philosophy**

All library media centers share four basic goals:

- To meet the needs of students and teachers for curriculum-related materials
- To fulfill students' interests for recreational reading
- To provide teachers with professional information
- To provide access to the human and material resources of the community.

The interests of young people are not limited by subject, theme or level of sophistication. Library media specialists have a responsibility to ensure that young people have access to resources and services that reflect diversity sufficient to meet their needs.

### **General Selection Criteria**

The library media specialist shall follow district policies. The library media specialist should become familiar with the various sets of standards, particularly those at the national, state, and regional levels that bear directly on the school media program. When building a collection, the library media specialist should exercise good judgment and a thorough knowledge of all variables that influence selection:

curriculum, students, faculty, the community, existing collection, bibliographic and reviewing tools, media, and budgeting.

A carefully organized media collection development plan will result in curriculum-based materials that represent a diversity of experiences, opinions, and cultural perspectives.

## **Books**

Books in the general collection include:

- All books ordinarily classified as part of the media collection;
- All cataloged paperback books, except those multiple copies used for intensive study of a given topic.

Although book orders are placed a few times each year, selection occurs daily. The process of selection becomes active each time a reference question raised in the library media center cannot be answered with available material on a subject.

In selecting books for purchase, the library media specialist consults:

- Specialists from all department and/or grade levels
- Reputable, unbiased, professionally prepared selection aids
- Previews of books
- The library media advisory committee
- Students.

Books considered for purchase are judged on the basis of the following criteria:

- Overall purpose and direct relationship to instructional objectives
- Educational soundness
- Quality of writing, illustrations, and popular appeal
- Authoritativeness
- Timeliness and permanence
- Format, construction, and price
- Importance of the subject matter and relevance to real-life situations.

## **Gift Books**

Gift books should be examined critically using the above criteria and are accepted with the understanding that they will be used only if they meet the selection standards.

## **Paperbacks**

Paperback books should be examined critically using the same criteria as outlined above for library books. They are available directly from publishers and/or hardcover and paperback book jobbers. A balance between hardcover books and paperback books should be maintained; if hardback copies cannot be obtained, paperback books can be substituted.

Some basic uses of paperback books are:

- To experiment with exploring new areas of reader interest
- To supply a variety and quantity of materials to special students
- To provide multiple copies
- To provide ephemeral material that has high, but short-term appeal
- To supply materials that may rapidly become outdated
- To supply materials unavailable in any other format
- To extend the curriculum
- To provide individualized instruction.

Classroom sets of paperback books should not be purchased with the library budget.

## **Audiovisual Materials**

Audiovisual materials may be defined as any non-print material. These many different forms of material may be further divided:

- **Visual materials** include art reproductions, globes, maps, mounted pictures and photographs, and study prints.
- **Audio materials** include compact disc recordings, cassette tapes, and long-playing albums.
- **Projected visual materials** include DVD, CD-Rom, laser disc recordings, videotapes, instructional television, sound filmstrips, and sound/slides

- **Computer software.**

Audiovisual materials should be judged by the following criteria:

- **Authenticity** – accurate, impartial, up-to-date
- **Appropriateness** – vocabulary concepts, date, relationships of media to subject
- **Scope** – content, concepts, communication
- **Interest** – credibility, stimulation, imagination, human/sensory appeal
- **Organization** – logical, balanced
- **Technical characteristics** – tone, clarity, focus, color, synchronization
- **Special features** – notes, guides, accompanying material
- **Physical characteristics** – ease of use, storage, durability.

In selecting appropriate audiovisual materials, the library media specialist should consider emerging technologies and strive to keep the formats of newly purchased materials current with these advancements.

School staff who wish to use in their instructional program a video/DVD not owned by the school or the School District of Clay County must have the video/DVD approved by the school Curriculum Council. The school Curriculum Council can approve the video/DVD only for individual use in one classroom, not for broadcast over closed circuit. See the Copyright section of this Procedures Manual for more details.

### **Periodicals**

A periodical is a publication that contains current and up-to-date information and is published at stated intervals. The two types of periodicals that are used in the School District of Clay County are magazines and newspapers. School magazines may be held in storage for a length of time to be determined by the library media specialist, depending on space available for storage. Since the advent of online full-text periodical databases, the need for back print issues of magazines has diminished. Newspapers should provide local, state, and

national coverage, and each library media center should subscribe to at least one daily newspaper with national and international scope. In addition, online databases, available to every student, teacher, and staff member of the School district of Clay County, provide easy access to periodicals and newspapers.

Periodicals and newspapers should be judged by the following criteria:

- Needs and purpose of the individual school
- Contribution to the general satisfaction of the readers
- Requests by readers
- Access to basic and/or expanded information
- General importance of the subject matter
- Quality of writing and format
- Reputation of the publisher
- Price vs. use.

### **Vertical File and Tactile Materials**

Vertical file materials are pamphlets, pictures, reprints, etc. which are usually contained in an organized file. Tactile materials are artifacts, dioramas, games, manipulative devices, models, regalia, sculpture and other art objects, and plaques.

These materials should be judged on the following criteria:

Vertical file materials:

- Needs and purpose of the total school program
- Clear identification of the persons or organization responsible for publication
- Current and useful information that presents varying points of view
- Quality of format and writing
- Price

Tactile materials:

- Needs and purpose of the total school program
- Wide range of usage for both individuals and groups
- Provision for long and short-term needs

- Presentation (packaging) that will withstand use and handling by patrons.

### **Instructional Equipment**

Instructional equipment may be classified as those hardware items purchased to be used with audiovisual software or for audiovisual production purposes. Selection of instructional equipment is based on current state and local contract items and prices. The Clay District Media Office will provide each library media center a copy of current district contracts as they become available. Additional contract information can be obtained from the Purchasing Department.

When completing purchase order requisitions, include the following information for each piece of equipment ordered:

- The contract number or the CCSB bid number
- The contract expiration date.

### **Community Resources**

Community resources include the persons who inhabit the community as well as the community's material resources such as businesses, public libraries, museums, governmental and private agencies, etc. Individuals in the community may share travel experience, discuss local history, provide career information, demonstrate hobbies or crafts, etc. A "cataloging" of these resources can be provided through lists or electronic databases. Information should include the institution or person, resources and services offered, and suggested audience.

In order to select the most current and relevant materials on any topic, the library media specialist should review current selection aids on various areas of interest.

## **SACS STANDARDS**

[http://www.sacscasi.org/region/standards/SACS\\_CASI\\_K-12\\_Standards\\_InternetVer.pdf](http://www.sacscasi.org/region/standards/SACS_CASI_K-12_Standards_InternetVer.pdf)

**Physical Resources-**

In fulfillment of this standard, the school:

- 6.17 Complies with applicable local, state, and federal laws, standards, and regulations;
- 6.18 Maintains the site, facilities, and equipment to provide an environment that is healthy and safe for all occupants;
- 6.19 Possesses and implements a plan for maintaining and improving the site, facilities, and equipment; and
- 6.20 Provides facilities, equipment, and a site necessary for effective implementation of the instructional and extracurricular programs.

**Material Resources**

In fulfillment of this standard, the school operates a library media center that:

- 6.21 Maintains a comprehensive materials collection consisting of current media, books, reference sources, and periodicals in print and electronic formats that support student learning, the curriculum, and the instructional program;
- 6.22 Provides a balanced collection of a minimum of 10 books per student; (see note 5 and 6)
- 6.23 Ensures that all students and staff members have regular, ready access to media services, materials, and equipment;
- 6.24 Employs a currently accepted circulation system for materials;
- 6.25 Provides training on effective use of media resources for students and members of the professional staff;
- 6.26 Ensures that the media staff collaborates with other professional staff members to attain maximum benefit from the resources;
- 6.27 Possesses a policy and procedure for responding to challenged materials;
- 6.28 Budgets sufficient funds for library media services and resources, including equipment, to support the curricular and instructional programs; and
- 6.29 Possesses and communicates a policy on use of the Internet.

<sup>5</sup> Middle and Secondary Schools with enrollment in excess of 1,500 students must provide at least 15,000 usable volumes. Elementary Schools with enrollment in excess of 1,000 students must provide at least 10,000 usable volumes. New schools must have at least four volumes per student upon opening and meet the collection requirements within three years.

<sup>6</sup> Books available in electronic format may be counted for up to 25% of the number of books required for the school. In determining the number of books available in electronic format, the same title should be counted only once.



# NOTES

# **COLLECTION MANAGEMENT FOR THE SCHOOL LIBRARY MEDIA PROGRAM**

A focused, systematic, and curriculum-based approach to collection management is the core of a successful school library media program. To be successful, the program must be driven by curriculum needs and must offer immediate response to curriculum changes. Strong, collaborative relationships must exist between all school instructional staff to ensure that curriculum objectives, as well as individual needs are met.

Destiny, the School District of Clay County's automated library database, has made interlibrary loans of books a very easy way to accommodate patron needs and extend the school library media center's collection beyond four walls. However, interlibrary loans should not be used in lieu of a sound collection management program. If an item is requested by the same school library media center more than twice, the borrowing library media center should make an effort to purchase their own copy.

# BUDGET

## **BUDGET POLICY**

Accurate records should be maintained of all funds budgeted by the county and generated by the school for the library media center. Examples of generated funds are book fairs and lost/damaged book payments. If a book that has been lost and paid for is returned in good condition during the same school year, the money must be refunded to the student.

## BUDGET

Budget decisions are made during comprehensive planning which usually occurs after January 1, but before April 1 of each year. These decisions determine budget allocations for the ensuing fiscal year (July 1 – June 30). Each winter, the media specialist should prepare a library media comprehensive plan which includes a written justification for each budget item, based on stated objectives, priorities, and identified program needs. This plan should be submitted to the principal, the School Advisory Committee, and the District Media Center identifying budget needs.

The principal of each school is solely and fully responsible to the School Board of Clay County for all budget funds within the school. The bookkeeper is responsible for maintaining the records of document transactions and for directing the principal's attention to any transaction which is unusual or does not conform to the policies and procedures adopted by the Board. The library media specialist is responsible for maintaining the library media center budget, making media center purchases, and on-going record-keeping procedures that reflect allocations, encumbrances, expenditures, and current account balances.

According to state guidelines, expenditures are categorized under several dimensions, including:

Facility (School)	=	Cost Center Code
Fund/Account Group	=	Usually 0100, but may be different for projects/grants
Function	=	6200 is Media; sometimes Other functions are used for Special allocations
Object	=	See following pages
Project		Only used for special funding
Program	=	Rarely needed for library media funding; your bookkeeper will have details

## BUDGET

**FUNCTION:**        **The action or purpose for which a person or thing is used or exists.**

Function 6200:    INSTRUCTIONAL MEDIA SERVICES

Consists of those activities concerned with the use of all teaching and learning resources, including hardware and content materials. Educational media are defined as any devices, content materials, methods, or experiences used for teaching and learning purposes. These include print and non-print materials.

**OBJECT:**        **The accounting code which identifies the article purchase or the service obtained.**

0330:        Travel for in-county workshops and meetings and/or travel and per diem to FAME.

0350:        Repairs and maintenance not performed by county maintenance personnel and service contracts; this includes Follett hardware.

0360:        Software maintenance agreements.

0390:        Other purchased services: expenditures such as printing, binding, reproduction, non-professional services, additional barcodes (if printed), and protectors which are not part of book orders.

0510:        Supplies: expenditures for consumable supplies for the library media center (lamps, headsets). This object includes repairs done by county maintenance personnel and bar code labels (if blank).

0530:        Periodicals, newspapers, online subscriptions.

0590:        Professional books.

0611: Library books (with processing) for opening **new** school libraries.

0612: Library books for existing libraries (with processing).

0621: Audiovisual materials if \$500 or more

0622: Audiovisual materials if \$499.99 or less.

0641: Equipment if \$500 or more.

0642: Equipment if \$499.99 or less.

0643: Computer hardware and accessories if \$500 or more.

0644: Computer hardware and accessories if \$499.99 or less.

0648: Furniture if \$500 or more.

0649: Furniture if \$499.99 or less.

0691: Software if \$500 or more.

0692: Software if \$499.99 or less.

## LIST OF MEDIA'S MOST USED OBJECT CODES

**0350: *Repairs and Maintenance***

Maintenance on *copiers, PHD Dolphins, Barcode Scanners*, other extended warranties on equipment.

**0360: *Rentals***

*AR Software Maintenance*  
*RC Software Maintenance*

**0390: *Other Purchased Services***

Bookbinding  
Barcodes

**0391: *County Print Center Purchases ONLY***

**0510: *Consumables***

Headphones	Equipment straps	Paperback books
Junction boxes	Cables	
Surge protectors	Joysticks	
Mouse	Blank videotapes	
Controller	Blank cassette tapes	
Batteries	Blank protector labels	

**0530: *Subscriptions***

Magazines                      Newspapers  
Periodicals  
Electronic periodical databases  
Online subscriptions

**0590: *Professional Materials***

Reference books  
Workshop materials

**0612: *Library Books***

Printed barcodes & protectors when purchased with books

**0621: *Audiovisual Materials over \$500***



**0622: *Audiovisual Materials less than \$500***

Maps                      Wall screens  
Globes                     Charts  
Films                       Posters  
Filmstrips                Models  
Videotapes               Exhibits  
Electronic games       Video laser disks  
DVDs  
Educational calculators  
(i.e. Math Explorer)

**0630: *Items attached to building***

Louver blinds  
Shelving attached to wall  
Racks to hold maps/newspapers

**0641: *Equipment over \$500***

**0642: *Equipment less than \$500***

Cameras  
Boom Box  
Screens on tripod  
Globes on stands  
Video camera lights

**0643: *Computer Hardware & Accessories over \$500***

**0644: *Computer Hardware & Accessories less than \$500***

**0648: *Furniture over \$500***

**0649: *Furniture less than \$500***

AV Carts  
TV Carts

**0691: *Software over \$500***

**0692: *Software under \$500***

Software  
Data conversion

## ORDERING PROCEDURES

### I. County Requisition for Supplies and Equipment

A. Refer to county bid list which is updated yearly for equipment vendors. To order equipment after the expiration of the bid list or equipment not on the bid list, contact the district purchasing office.

B. More than one object number may not be used on a requisition form

C. If ordering no more than thirty items from one company you may turn in only one copy of the requisition to the school office. If ordering more than 30 items from the same company, you must turn in four copies of the requisition. Be sure to make an extra copy for your files and possibly one for your principal's files as well

D. Place the library media specialist's name on the requisition

E. Write in the cost center, fund, function, object, and project on the requisition.

F. Orders under \$30.00 must be justified by a written statement attached to the requisition.

### II. Warehouse Requisitions

Consumable supplies must be ordered through the county warehouse if available.